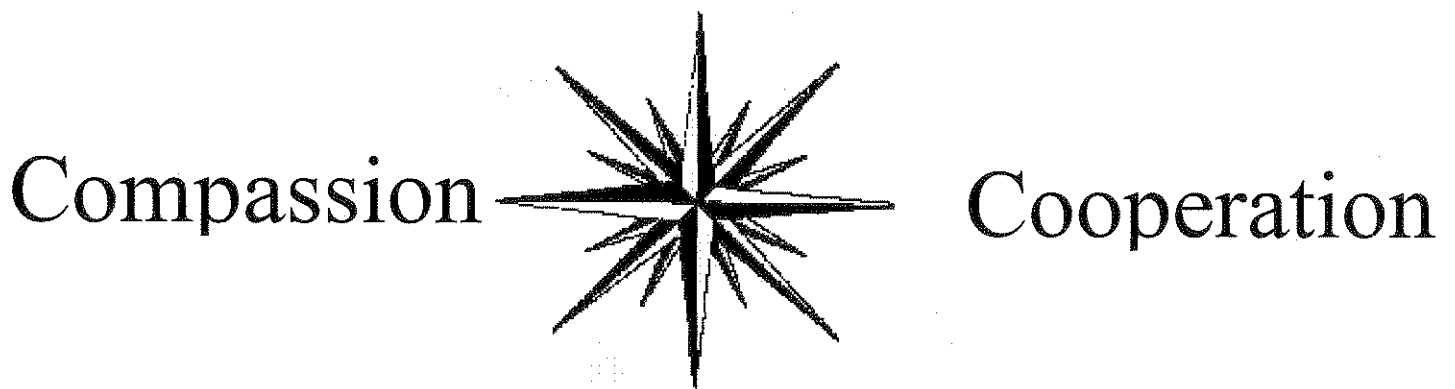


North Star School

North Star Navigators Know the Way

Respect



Responsibility

Stay On Course

K.I.D.S.S.

HANDBOOK 2007

Kodiak Initiative For Developing Safe Schools

Section I

Principles

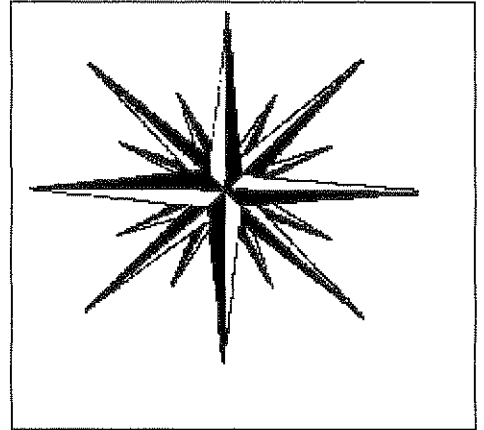
Of Our

K.I.D.S.S.

Policy

North Star Mission Statement

The North Star Elementary School community is dedicated to the belief that all students can learn in an environment that is supportive and safe. Our mission is to create an environment that promotes respect, responsibility, cooperation, and compassion among students, staff, and parents alike. In this way, students will have access to the instruction they need to achieve the highest educational standards and become responsible and productive citizens.



We Believe...

- that all students can learn;
- that student ownership of their learning process is essential;
- that family involvement in our school is necessary;
- that literacy skills in reading, math, and technology are basic requirements for participation in today's world;
- that all intelligences have equal worth;
- that multiage classrooms are an integral part of our belief about what school should be.

We Desire...

- a school where a solid foundation of basic skills exists to serve student exploration and understanding;
- a school where habits of mind are developed, internalized, and used in every area of study: concern for evidence, viewpoint, cause and effect, hypothesizing, and defending;
- a school environment that enables children and adults alike to question, wonder, explore, create, risk, reflect... to engage in learning.

Guidelines for Success

All staff, students and parents at North Star Elementary School will work together to help everyone reach their fullest potential. Everyone will be treated with respect and compassion.

Any behavior or action that helps someone grow and mature will be encouraged. Staff will keep students focused on our school guidelines, which are:

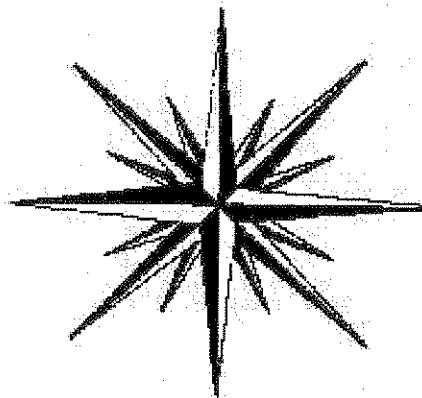
- Be responsible.
- Always try.
- Do your best.
- Cooperate with others.
- Treat everyone with respect and compassion.

Throughout the year, we will emphasize our school motto.

North Star Navigators Know the Way

Respect

Cooperation



Compassion

Responsibility

Stay On Course

**Stop
&
Think**

**Make
a
Choice**

**Try
It**

How To Stay on Course

S.T.G.

**What is the problem?
What are some choices?**

For each choice, Ask

**Is it Safe?
How might People Feel
Is It Fair?
Will It Work?**

Make a choice.

Try it!

Staff Guidelines for Teaching Students Respect, Responsibility, Compassion and Cooperation

All staff members contribute to North Star Elementary School's friendly, inviting environment. We set the tone through our actions and attitudes. Our continuous support and encouragement of students will be demonstrated through four important procedures.

- We will teach students skills that guide their actions and lead them to successful behavior. We will encourage students to be responsible, to cooperate with others, and to treat everyone with compassion and respect.
 - We will provide positive feedback to students when they are meeting expectations and following the guidelines for success.
 - We will view minor misbehavior as a teaching opportunity, responding with calm, consistent corrections or consequences.
 - We will work collaboratively to solve behavioral challenges that are chronic or severe in nature.
-

Respect, Responsibility, Compassion & Cooperation

An Ongoing Process

Establishing a policy that promotes responsibility and discipline is an ongoing process, not a one-time effort. The policy stated in this manual will not ensure school discipline or individual responsibility. It will however, facilitate the process. Staff must work continuously to achieve as much consistency as possible and be prepared to revise and adapt procedures as needed. The North Star K.I.D.S.S. Steering Committee will meet on a regular basis to facilitate a continual review of K.I.D.S.S. procedures.

Section II

Roles

&

Responsibilities

Staff

Our staff accepts the responsibilities outlined in this manual. We will provide opportunities for all students to develop the skills and attitudes needed to develop self-confidence and to maximize learning. The entire staff will collaborate and participate through their specific positions and through serving on the various committees described in this manual.

Classroom Teachers

The classroom teacher is a key to our school respect, responsibility, compassion and cooperation discipline policy. Teachers will model to both students and parents the importance of "North Star Navigators know the way: Respect, Responsibility, Cooperation, and Compassion. Stay on course!"

Teachers will teach and encourage appropriate and positive behavior, rather than trying to "control" irresponsible behavior. This will be accomplished by helping students see how their behavior reflects upon themselves, our school, and our community.

The following three basic principles will be implemented by all teachers.

- Students will be taught how to behave responsibly in each type of classroom activity.
- Teachers will strive to interact frequently with each student when the student is behaving appropriately.
- When misbehavior occurs, teachers will calmly and consistently implement consequences. The focus of interactions with each student will continue to be primarily positive.

These principles will guide teachers in their classroom management, but each teacher, each student, and each situation is unique. Teachers will use professional discretion to select the specific procedures that fit student needs, the situation, and the principles described. The following represents a menu of possible classroom management techniques for reducing irresponsible behavior and for encouraging responsible behavior. Staff should use the resources and experience of teachers throughout the building as support.

Each teacher will have a "Classroom Discipline and Responsibility Plan" on file in the office at the start of the school year. (See Example on next page.)

CLASSROOM CONSEQUENCES FOR MISBEHAVIOR

Consequences for classroom misbehavior will be most effective if implemented consistently and calmly. Students should be informed in advance that certain behaviors are unacceptable and will lead to consequences. Consequences that can be used by teachers other than removing students from the room include the following:

- Keep a student in from recess.
- Use in-class time-out.
- Contact parent(s)/guardian.
- Assign the students to sit in a different section of the room.
- Have the student fill out a Behavior Improvement Form (samples included).
- Discuss problem at a class meeting.

ENCOURAGING APPROPRIATE / POSITIVE BEHAVIOR

Our teachers will acknowledge appropriate behavior. Suggestions include the following:

- Verbal praise for successful and mature behavior.
- Written feedback to a student, parent(s)/guardian.
- Send home a "Stay on Course" card.
- Call the student and/or parent/guardian at home.
- Give the student an additional responsibility.
- Let the class have five minutes at the end of the class period as free time.
- Allow music to be played during an independent work period.
- Have the student run an errand.
- Compliment the student in front of another staff member.
- Ask the principal or another staff member to tell the student you mentioned how well he/she is doing.
- The principal is available to encourage and support appropriate behavior.



North Star Elementary School

Classroom Discipline and Responsibility Plan

Respect

Responsibility

Cooperation

Compassion

Teacher: _____

Rules and Expectations

1. Be responsible
2. Always try
3. Do your best work
4. Cooperate with others
5. Treat everyone with dignity and respect
6. Be kind

Procedures for Correcting Irresponsible and Inappropriate Behavior

- Verbal Reminder
- Positive Practice - Discuss better choices
- Time-out (in classroom) - Fill out class "Time-Out" form.
- Contact Parent
- Principal (dangerous, illegal, insubordination) - Fill out "Principal Referral"

Procedures for Acknowledging Responsible Behavior

Class:

- ✓ Points for best "team" behavior and weekly award
- ✓ Verbal praise
- ✓ Occasional free time for appropriate choices

Individual:

- ✓ Verbal acknowledgment
- ✓ Intermittent awards and prizes for reaching goal

Monitoring:

- Walking around room in proximity to behavior problems
- Hand on shoulder, to warn and show support, and eye contact - smile

Teaching Responsibilities

- Provide support. Teach expectations for each activity.
- Assist students in making responsible choices.
- Use consistency in praise and consequences.
- Follow through.



North Star Elementary School

Classroom Discipline and Responsibility Plan

Respect

Responsibility

Cooperation

Compassion

Teacher: _____

Rules and Expectations

- | | |
|----------|----------|
| 1. _____ | 4. _____ |
| 2. _____ | 5. _____ |
| 3. _____ | 6. _____ |

Procedures for Correcting Irresponsible and Inappropriate Behavior

Procedures for Acknowledging Responsible Behavior

Class: _____

Individual: _____

Monitoring: _____

Teaching Responsibilities _____

The Principal

The role of the principal in responsibility and discipline is to guide staff and students in their efforts to achieve the school's mission - student success.

- The principal will be responsible for making sure that the K.I.D.S.S. team meets on a regular basis. The principal and the team will examine records of office referrals, suggestions from staff, and any other relevant information to continually evaluate the efficacy of current procedures. The principal and the team will guide the staff through a yearly review and update of this policy manual.
- The principal will keep a "Classroom Discipline and Responsibility Plan" form on file from each teacher, and assist teachers with implementation if needed.
- The principal will have a thorough working knowledge of this manual and provide assistance to staff in implementing the classroom management and school-wide management procedures. In this capacity, the principal will provide training and continued support to teachers as they strive to teach students to follow the guidelines for success.
- The principal will assist staff with severe misbehavior such as physically dangerous situations, illegal acts, insubordination, and any chronic or recurring problems as indicated on a case-by-case basis. If the principal is not available to assist with a crisis, the secretary will direct referrals to the counselor, a neighboring principal, or the assistant superintendent.

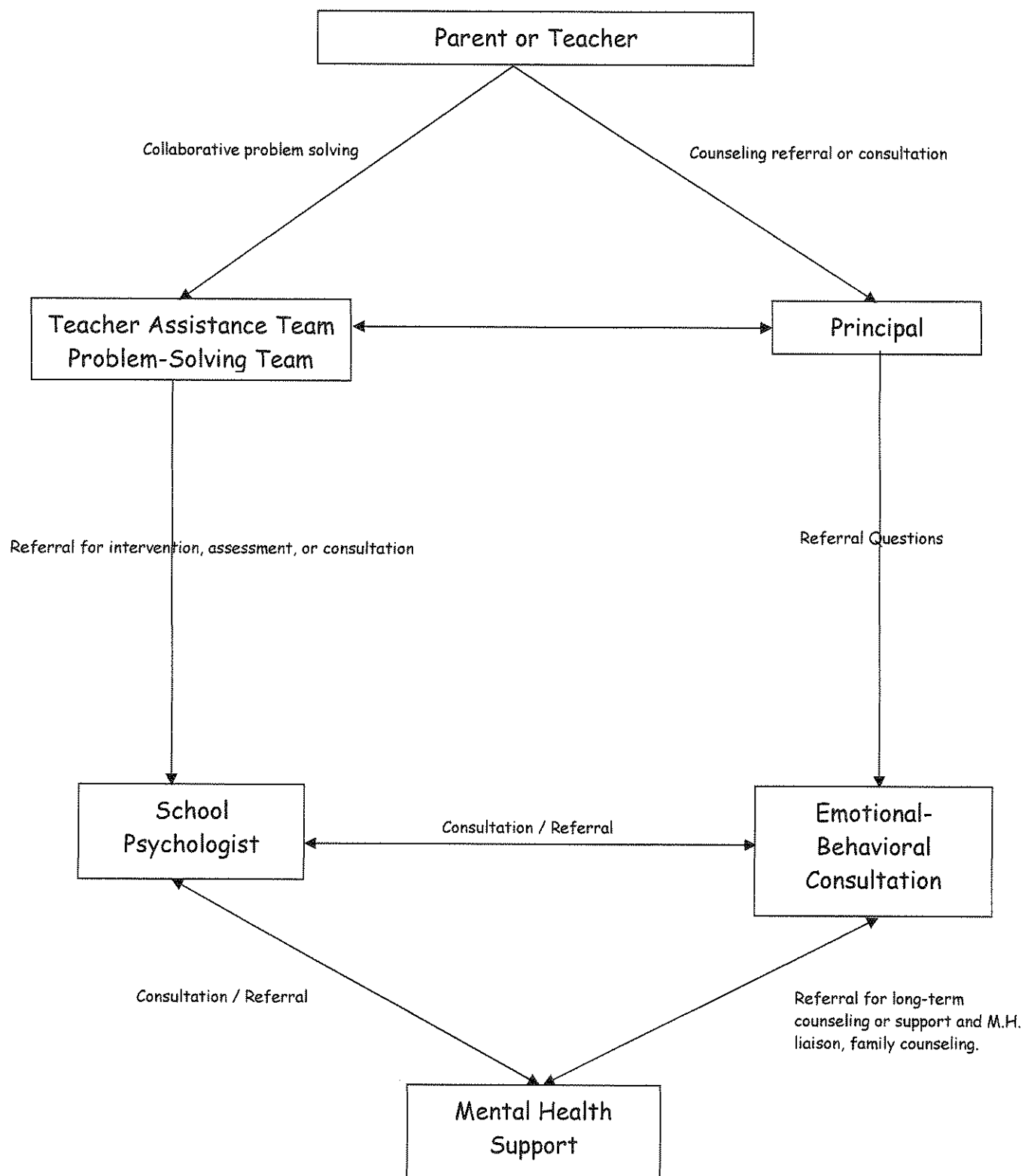
The Nurse, Mental Health Counselor, and School Psychologist

Our support staff is available to provide assistance for all students. (See Emotional/Behavioral Flowchart and Counseling Referral Form.)

Staff or students may wish to consult with the nurse on matters related to possible hygiene problems, nutrition problems, drug involvement, depression, child abuse, neglect, or other related concerns.

- The nurse will also be available to assist students who might be ill or hurt. When the nurse is not in the building, office staff will assist students and will determine whether parents should be contacted and the student sent home.
- The mental health counselor will be available to consult with staff on chronic behavior problems, suspected drug abuse, child abuse or neglect, depression, threats of suicide, teacher stress, etc. All contacts will be cleared with the principal prior to contact.
- **Students should not be sent to the mental health counselor as an immediate consequence for misbehavior.** However, counselors may meet on a prearranged schedule with individual students who would benefit from counseling. Counseling referrals must be approved by the principal.
- The role of the school psychologist is to assess all students referred for special education, provide direct services and to consult with staff on interventions for students with emotional/behavioral and/or learning problems.

Emotional and Behavioral Flowchart



This flowchart is a general guide rather than a sequence of rigidly defined steps. Support services for individual children are designed through collaborative consultation.



North Star Elementary School

Counseling Referral

Respect

Responsibility

Cooperation

Compassion

Student: _____

Date _____

Referring Person: _____

Concerns: _____

Comments: _____

This child would most likely benefit from:

- ☐ Individual School Counseling
- ☐ Group School Counseling
- ☐ Family Meeting
- ☐ Other (Please specify) _____

The best time for the referring teacher and counselor to meet regarding this referral?

Teacher Assistants, Playground Supervisors, Bus Drivers, Office, Custodial, and Cafeteria Staff

All staff have an equal and contributing part in the teaching of responsibility and discipline at North Star Elementary School. Our guidelines of respect, responsibility, cooperation and compassion include all students and all staff. Each staff member should be knowledgeable of the rules and guidelines specified for school-wide areas and implement the procedures outlined in this policy manual when misbehavior occurs.

Students

Students are responsible for the choices that they make. Students at North Star Elementary School will take pride in their effort to follow our motto, "North Star Navigators know the way: Respect, Responsibility, Cooperation, and Compassion. Stay on course!" Our students will:

- Be responsible.
- Always try.
- Do your best.
- Cooperate with others.
- Treat everyone with respect and compassion.

Parents/Guardians

- Parents are responsible for their children's behavior. We need the support and cooperation of parents to effectively help each student reach their fullest potential. The major role of parents in assisting us with school discipline and responsibility is to consistently demonstrate interest and support in how their child is doing in school. When students see that parents support their best efforts, they are given a strong incentive to strive for excellence. We will keep parents informed of student responsibility and efforts through conferences, report cards, phone calls, and notes.
- Parents may be asked to help teach their child specific skills such as remembering homework, learning to be more independent, or managing behavior in a responsible way. If parents are asked to assist staff, specific information will be provided on ways to help the student.
- If there is a severe or recurring problem, parents will be asked to help staff teach the student an alternative set of behaviors. In such a case, everyone must recognize that teaching a student to get along in the school environment will make it possible for the student to be successful.
- During goal setting conferences, parents, students and teacher will review classroom and school-wide behavioral expectations. A student handbook outlining specific expectations will be given to parents to review with their child.
- Parents are strongly encouraged to participate and volunteer in their child's classroom and/or other school events.

Summary of Responsibilities

I (student) agree to do my job to the best of my ability:

- **Attendance:** I'll be on time every possible day.
- **Homework:** I'll do quality work, and it will be on time.
- **Behavior:** I'll be respectful, responsible, compassionate, and cooperative.
- **Ownership:** I'll take risks, ask questions, and let myself learn from my mistakes. I'll achieve my learning goals.

I (parent) agree to do my job to the best of my ability:

- **Care:** Before going to class in the morning, my child will have had a good night's sleep and breakfast.
- **Attendance:** My child will be on time every possible day.
- **Homework:** My child will have a quiet place to work at home at the same time every school night. They will know that I value education.
- **Reading:** My child(ren) will spend as much time either reading or being read to as they spend watching TV each school night.

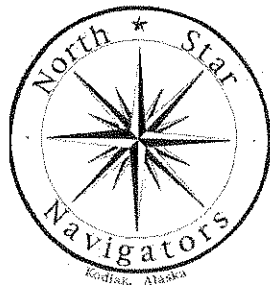
I (teacher) agree to do my job to the best of my ability:

- **Classroom:** My classroom will be a safe place where my students and I can ask questions, take risks, and learn from our mistakes. I'll do my part to see that my students learn.
- **Knowledge and Skills:** I'll work to keep current in the knowledge and skills that my students need me to have. I'll always be a learner.
- **Behavior:** I'll be respectful, responsible, compassionate and cooperative.
- **Lessons:** All of my students will know that their particular skills are valuable because my lessons and my grading system will let all kinds of intelligence shine.

I (principal) agree to do my job to the best of my ability:

- **Behavior:** I'll be respectful, responsible, compassionate and cooperative. I'll be consistent and fair with students, parents, and teachers.
- **Knowledge and Skills:** I'll work to keep current in the knowledge and skills that my students need me to have.
- **School:** North Star will be a safe place where students, parents, teachers, and I can ask questions, take risks, and learn.
- **Advocacy:** I will thoughtfully work in service to the needs of my students, teachers, and families.

North Star Committees



North Star Elementary School

School Governance

Respect

Responsibility

Cooperation

Compassion

K.I.D.S.S. Committee

Description: The Kodiak Initiative for Developing Safe Schools (K.I.D.S.S.) Committee is charged with the development, coordination and review of a school-wide behavior initiative for North Star. This committee discusses program development, design, planning, and implementation strategies. Each staff member will stay on the team for one to three years. Through monthly meetings the K.I.D.S.S. Team will:

- Manage the development and ongoing implementation of this policy manual.
- Coordinate dissemination of information to parents regarding student discipline and responsibility, including beginning of the year welcome letters that include policies and guidelines.
- Review office referral records.
- Gather input from staff and parents regarding current policies.
- Conduct a formal end-of-the-year review of discipline policies and procedures. This will include: a review of all suggestions made during the year and a staff review of all common area procedures. To complete this task, staff will sign up for one of the following committees:

- ✓ Playground
- ✓ Hallways
- ✓ Cafeteria
- ✓ Assemblies
- ✓ Before and After School
- ✓ Buses

Each committee will review the policy for its specific area and present any suggested changes to the entire staff for feedback. If staff feedback merits, policies will be rewritten.

Review guidelines and policy with staff at the beginning of each new year to ensure that students will be taught (or retaught) expectations in all classrooms and common areas.

Agenda: Set by membership.

Meeting Schedule: As necessary.

Membership:	One teacher from each grade level, one classified member, specialists and parents.
Reporting:	Notes are distributed to staff following the meeting.
Decision-Making:	Final K.I.D.S.S. recommendations are approved by the entire building staff.

Site Council

Description: The Site Council is a discussion and review body that is designed to facilitate effective and thorough communication among staff members concerning school related topics of interest and/or concern. It is a forum to explore new ideas, to brainstorm solutions to problems, to coordinate/calendar activities and to facilitate planning. Members report to their grade levels or teams.

Agenda:	Set by membership.
Meeting Schedule:	Weekly
Membership:	One member from each grade level, two classified representatives, school counselor, parent facilitator and special services team.
Reporting:	Notes distributed to staff following the meeting.
Decision-Making:	Conclusions reached by the Site Council are shared with staff for confirmation. While input from Site Council members may contribute to decision-making or clarify questions, it is not designed to be a final decision-making body for the entire staff.

Technology Committee

Description: The Technology Committee is designed to coordinate the efficient implementation of the District's Scope and Sequence for Technology at North Star. At least two members of the committee represent North Star on the District's Technology Committee. Specific areas of focus include software maintenance/accountability, staff training, hardware maintenance/use, technology instruction, lab coordination, technology ethics, acquisitions and planning.

Agenda:	Set by membership.
Meeting Schedule:	Wednesday mornings as needed.
Membership:	The technology committee is composed of interested staff members from each grade-level, the principal and the school librarian.
Reporting:	Notes are distributed to staff following the meeting.
Decision-Making:	The committee advises administration and staff. Maintenance and software decisions by the principal are final.

Grade Level/Special Teams

Description: Grade Level Committees provide an opportunity for teachers within a grade level to meet to discuss topics relevant to that grade level. Curriculum, scheduling, problem-solving, student management and planning are typically on the agenda.

Agenda: Set by membership.
Meeting Schedule: Wednesday afternoons during early release time.
Membership: Teachers from each grade level. Specialists may attend as requested.
Reporting: Summaries are made available to the principal when requested.
Decision-Making: Decisions reached affecting that grade level are made within the committee.

Student Assistance/Problem Solving Team

Description: The Student Assistance Team is designed to help teams identify ways to help children through regular education interventions. Following a teacher request for assistance, the team meets with the teacher to identify interventions/accommodations that will allow the targeted child to be successful in the regular classroom. A member of the SAT team will be assigned to provide follow-up and accountability for SAT decisions. The SAT team may refer students to a Problem-Solving Team.

Agenda: Teachers refer students to the SAT by filling out an SAT Request Form before meeting and turning it into SAT scheduling coordinator.
Meeting Schedule: SAT meetings will be held from 8:15 a. m. to 9:15 a.m. every Friday. Each individual meeting will last 20 minutes.
Membership: Membership of the team will include the principal, PT/OT, speech/language pathologist, school psychologist, special education teacher, school counselor, and regular classroom teacher(s).
Reporting: Specific notes for each SAT meeting are maintained in the Special Education Office.
Decision-Making: This is a problem-solving process that advises staff on possible solutions. Specific recommendations are maintained on file.

SAT Scheduling

SAT members who wish a SAT meeting to discuss a student will follow these procedures that guide teacher requests.

- a. Pick up an SAT Request Form in the office.
- b. The form should be filled out and returned to the SAT coordinator.
- c. The coordinator will notify team members by Thursday evening regarding a scheduled meeting.
- d. The coordinator will notify the student's regular education teacher to invite him/her to the meeting. If the teacher is unavailable for a meeting, the coordinator will collect relevant information or he/she will reschedule the meeting for another SAT time when the student's teacher can be present.
- e. SAT dialogue may be used to discuss active cases but discussions that require in depth dialogue or professional input should be scheduled for a separate time on Wednesday afternoons. Students who are referred to a Problem-Solving Committee will be scheduled by the designated chair.
- f. Discussions will be limited to 20 minutes.
- g. If there are no requests for an SAT, team members can use that time as they see fit.
- h. If a teacher requests help past the Thursday deadline, The coordinator will determine if a meeting should be scheduled for Friday.

Section III

Encouraging Responsible Choices

Acknowledging Responsible Choices

Positive Interactions and Positive Feedback

The most important means of encouraging students are the minute-by-minute interactions that occur between staff and students. We will strive to interact with students in a friendly, supportive manner at all times. Staff will attempt to interact with each student three times more frequently when the student is engaged in responsible behavior than when the student is not being responsible.

Positive interactions will include greeting students, talking to students, making eye contact, smiling, and using overt praise. When praising students, staff will attempt to provide them with specific information about which behaviors are contributing to success. "Alicia, you have been very responsible about remembering to hand in your homework on the day it is due."

Special Attention

Occasionally a student exhibits chronic misbehavior. In these cases, it is difficult for the teacher to maintain ratios of at least three positive to every negative interaction. When this becomes apparent, it is the responsibility of the teacher to discuss the problem with the principal or other school resources. The teacher might consider asking other staff to make a conscious effort to interact positively with the student. As various staff members stop to chat with the student and greet the student, the ratio of positive interaction will increase dramatically. This strategy may reduce the student's need to get attention and recognition through misbehavior.

Sequence of Interventions (Sample)

Encouraging a student who engages in chronic misbehavior to assume greater responsibility:

1. Use the "STG" approach.
2. Discuss the problem with the student, help the student to see how his/her specific actions can be changed to reflect the school motto: "North Star Navigators know the way: Respect, Responsibility, Cooperation, and Compassion. Stay on course!" The goal of this discussion will be to clarify how the student can take control of their behavior. Suggestions will be clear and direct.
3. Set up an in-class time-out as a mild consequence.
4. Catch the student doing something right and provide positive feedback.
5. Set written goals with the student, and give the student responsibilities in the classroom.
6. Encourage other staff members to interact positively with the student.
7. Fill out a Student Behavior Form.
8. Call the parent(s) / guardian when problems occur.
9. Diagnose whether the student is capable of being academically successful. If not, arrange for a peer tutor.
10. Call parent(s)/guardian on days when improvement takes place.
11. Supply intermittent reinforcers when the student improves.
12. Change the time-out consequence to time off recess or other fun activities.
13. Give the student responsibilities in the classroom.
14. Ask for assistance from the Student Assistance Team.
15. Arrange for a conference with the parent(s)/guardian and the student to discuss future goals for long-term behavior expectations.
16. Set up an individual reinforcement system.
17. Work on improving self-image through positive self-talk.
18. Send the student to the principal for encouragement when improvement occurs.
19. Prearrange for the student to have a place for a time-out for a short periods after each misbehavior.
20. Arrange for the school counselor to work with the student on relaxation and anger management.
21. Pair the student with a staff member mentor who will meet with the student regularly.
22. If the student's behavior has not improved, ask for an observation from a school administrator, school psychologist, or other staff member who might collaborate.
23. Consider referral to special education for evaluation.

Note: This is a sample sequence, designed to demonstrate how a series of interventions can be set up with energies directed into proactive-positive interventions, rather than into reactive-punitive interventions. Within this basic approach, the teacher has tremendous latitude for

professional judgment in setting up a series of interventions to help a student with a recurrent behavioral problem.

Correcting Irresponsible Behavior

Chronic Misbehavior

As we implement our basic classroom management procedures, we know that the great majority of our students will strive to meet our expectations for responsibility and self-discipline. However, we also know that no single set of procedures will work to help every student develop the behavioral skills and attitudes needed to be successful in school. Therefore, we will design a series of interventions for any students who have not been motivated by our school-wide procedures. As we adapt our procedures, the focus will remain positive, while recognizing a continuing need for calm and consistent consequences. We also recognize that some students will present an extreme challenge. We therefore urge our teachers to keep the following concepts in mind:

- No one is expected to have all the answers.
- We live in a culture where an education is critical to success. Therefore, we will make every effort to teach students to be successful in the school environment.
- The North Star staff works collaboratively. Prior to feeling frustration, teachers are encouraged to seek assistance from other teachers, specialists, from the principal, the Student Assistance Team, or the K.I.D.S.S Team.
- The "Sequence of Interventions" demonstrates escalating responses to students with chronic misbehavior. The sequence shows how a plan may evolve over a period of four to five months, with more energy devoted to encouraging success than punishing failure.

Time-Out

Time-out is an opportunity for students to regroup and calm themselves. Suggestions for time-out:

- back of a classroom
- buddy system (prior arrangements must be made with another teacher)
- playground (wall)
- cafeteria (quiet table)

Principal Referral

This action is normally reserved for the most serious of situations; i.e., fighting, harassment, willful disobedience, threatening behavior. The classroom teacher and the school office will maintain a file of completed forms. In most cases where a Principal Referral is necessary, the parent will be notified.

Student Behavior Form

The Student Behavior Form is a "step up" from the "STG" approach. It is a written "STG" with parent involvement. Referral forms should be fully completed by the sending staff member.



North Star Elementary School Principal's Referral

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Name: _____ Staff Member: _____

Time: _____ Date: _____ Location: _____

☐ Threatening Behavior

☐ Willful Disobedience

☐ Fighting

☐ Harassment

☐ Other: _____

Description of Incident:

Action Taken by Reporting Staff Member:

Action Taken by Principal:

Parent Contact: Yes No Date: _____ Time: _____



North Star Elementary School Principal's Referral

Respect

Responsibility

Cooperation

Compassion

Name: _____ Staff Member: _____

Time: _____ Date: _____ Location: _____

☐ Threatening Behavior

☐ Willful Disobedience

☐ Fighting

☐ Harassment

☐ Other: _____

Description of Incident:

Action Taken by Reporting Staff Member:

Action Taken by Principal:

Parent Contact: Yes No Date: _____ Time: _____



North Star Elementary School

Time Out / Take a Break

Respect

Responsibility

Cooperation

Compassion

Student: _____ Date: _____

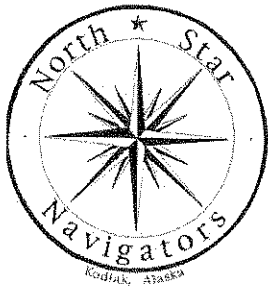
I chose TIME OUT for the following reason:

This is what happened:

This is what I can do instead:

I owe an apology to: _____ Completed: _____

Student signature: _____ Teacher signature: _____



North Star Elementary School

Student Behavior Form

S.T.G. STOP -- THINK -- GO

Respect

Responsibility

Cooperation

Compassion

Name: _____ Date: _____

I. What is the Problem?

a. What did I do? _____

b. How did my behavior affect myself and others? _____

c. What should I have done? _____

2. What are my choices now? _____

3. Try it -- Did it work? _____

4. Discuss with your parent(s).

Student Signature

Parent Signature

Teacher Signature

**Stop
&
Think**

**Make
a
Choice**

**Try
It**

**Have A Problem?
Try This!**

**What is the problem?
What are some choices?**

For each choice, Ask

**Is it Safe?
How might People Feel
Is It Fair?
Will It Work?**

Make a choice.

Try it!

Special Services Discipline Checklist

The discipline checklist is for proposed long term disciplinary removal (removal longer than 10 days) of IDEA students or for students whom the district has "knowledge" of a disability.

1. Notify Special Education Director.
2. Notify parents of proposed disciplinary placement change using the PWN and send the Procedural Safeguards.
3. Send Invite to parents to convene an IEP meeting within 10 days.
4. The IEP Team conducts a Functional Behavior Assessment (FBA) and Behavioral Intervention Plan (BIP) or modifies the current BIP and conducts a Manifestation Determination within 10 days.
5. If a student's behavior is a manifestation of their disability, the district can suspend less than ten days, review and adjust IEP, or seek a 45 day Alternate Education Setting (AES) by a hearing officer if the district demonstrates by substantial evidence that maintaining the current placement is substantially likely to result in injury to the student or others, that the current placement is appropriate, reasonable efforts to minimize risk have been made, and the alternative setting meets requirements.
6. If the student's behavior is found not to be a manifestation of the student's disability, the same disciplinary procedures applicable to students without disabilities, including long-term suspension and expulsion, maybe applied. However, educational services must be provided if student is excluded from school longer than 10 days.
7. Students may be placed in an alternative setting for up to 45 days if the student brings weapons or drugs to school. Educational services must be provided.
8. The IEP team must determine and develop a set of appropriate educational services that the student will receive in the disciplinary setting.

The steps outlined in this document are disciplinary procedures described by the Alaska Department of Education and Early Development. This checklist is a guide. Always utilize the comprehensive Alaska State Special Education Handbook when making decisions regarding discipline.

Special Considerations for Special Education Students

IDEA 97 Discipline Process*

1. Removal Procedures/10 or less Cumulative Days:

- a. Removal for 10 or less cumulative school days in school year.
 - 1. Treat student as you would a student without disabilities. (Students should not be suspended for behavior related to their disability and addressed in their IEP's).

2. Removal Procedure/11 Cumulative School Days 1st Time:

- a. Removal for 11 cumulative school days 1st time in school year and no pattern.
 - 1. IEP team reviews BIP or develops evaluation plan within 10 business days.
 - 2. Conduct FBA if needed ASAP and implement BIP.
 - 3. Provide services as determined by the administrator and special education teacher on the 11th day.

3. Removal Procedure/Subsequent Removal for 10 consecutive school days or less and no pattern:

- a. Subsequent removals for 10 consecutive school days or less and no pattern.
 - 1. District determines if pattern exists.
 - 2. IEP team reviews BIP and modifies as necessary.
 - 3. Provide services during suspension as determined by administration and special education teacher. Services must enable the student to continue to progress in the general education curriculum and achieve IEP goals.

4. Removal Procedures/More than 10 Consecutive School Days or Pattern:

- a. Removal for more than 10 consecutive school days or pattern.
 - 1. Notice of removal and procedural rights to parents same day as removal.
 - 2. IEP team reviews BIP or develops evaluation plan within 10 business days.
 - 3. Conduct Manifestation Determination within 10 school days.
 - 4. If not manifestation, may remove as any other student without a disability.
 - 5. Provide services as determined by IEP Team.
 - 6. If manifestation, no removal allowed.
 - 7. If parents request Hearing, stay put is placement before removal.

5. Removal Procedures/Weapons or Drug Violations:

a. Removal for carrying a weapon to school or school function or knowingly possessing or using drugs or selling or soliciting the sale of a controlled substance while at a school function:

1. Notice of removal and procedural rights to parents same day as removal.
2. IEP team determines AES and places student. AES must enable the student to continue to progress in the general education curriculum, receive current IEP services, and include services designed to prevent the problem behavior from recurring.
3. IEP team reviews BIP or develops evaluation plan within 10 business days.
4. IEP team conducts Manifestation Determination within 10 school days.
5. If manifestation, must return to school after 45 calendar days unless the district considers the student dangerous and has a place in subsequent AES for dangerousness.
6. If no manifestation, student can be removed same as student without disabilities following AES.
7. Provide services as determined by IEP Team.
8. If parents request Hearing, stay put is the AES.

6. Removal Procedures/Dangerousness:

a. Removal for dangerousness:

1. Notice of removal and procedural rights to parents same day as removal.
2. IEP team determines AES. AES must enable the student to continue to progress in the general education curriculum, receive current IEP services, and include services designed to prevent the problem behavior from recurring.
3. District requests Expedited Hearing.
4. ALJ determines dangerousness and AES.
5. IEP team reviews BIP or develops evaluation plan within 10 business days.
6. IEP team conducts Manifestation Determination within 10 school days.
7. If manifestation, must return to school after 45 calendar days unless the district considers student dangerous and has ALJ place in subsequent AES for dangerousness.
8. If no manifestation, student can be removed same as student without disabilities following AES.
9. Provide services as determined by IEP Team.
- 10 If parents request Hearing, stay put is the AES.

All general education discipline procedures, timelines, notices, and procedural safeguards must also be implemented.

Section IV

Responsibility

In

Common Areas

Hallways

Goal: The hallways of North Star Elementary will be a calm and self controlled environment where people interact with courtesy and respect while transitioning to the next learning experience.

Behavioral Expectations in Hallways

The hallways of North Star will be a calm and self-controlled environment where people interact with courtesy and respect while transitioning to the next learning experience.

Expectations for students:

- I am responsible in the halls in the following ways:
- I will demonstrate self-control while walking through the hallways.
- I will enter and leave the building each day in a self controlled and calm manner.
- I will enter the building after recess in a calm and self-controlled manner and will walk single file down the right side of the hallway with my class.
- I will follow the same rules for walking in the hallways when I am working in the hallways.
- I will be respectful of school property and student work on display by keeping hands and feet off the walls. When walking through the halls, I should maintain space between the walls and my body.
- I will use an inside voice in the hallways. (If someone is too far away to hear, I will move close enough to speak in an inside voice.)
- I will treat everyone with courtesy and respect.
- If a staff member asks to speak with me, I will stop and talk with that person.
- If a staff member requests that I correct a behavior, I will do what the staff member asks me to do.
- I will not use the library as a hallway.
- I will not be in the hallways prior to 8:45 a.m. unless escorted by a staff member.
- I will go directly home, to buses, after school activities or designated waiting areas immediately after dismissal from class and not assemble in the hallways.
- I will take pride in North Star School and keep the hallways clean.

Consequences for Infractions

When a student misbehaves, calmly and consistently implement the mildest and most logical consequence that might be appropriate.

- Verbal reprimand
- Positive practice -- for example, have a student go back and walk
- Briefly delay the student
- Use office referral only for insubordination or for dangerous or illegal situations
- Damaging of student work or school property will result in that student making restitution for the damage.

Encouragement Procedures

Staff will consistently encourage responsible behavior through positive intervention.

- Initiate friendly interactions with students.
- Compliment individual student on their safety, courtesy, and respect.
- Compliment a teacher (so students can hear),) citing examples of individual or class-wide responsibility.
- The principal will write a compliment to a teacher about the class' responsible behavior. Teachers should discuss the compliment with the class and post the note so students can see it.

Supervision Responsibilities

- Each staff member is responsible for being in the hallways moving with students to and from designated areas.
- While in the hallways or at their doorways, staff will interact with students in a warm and invitational manner.
- Students are not allowed to leave the lunchroom unless a staff member provides them with a pass or comes to get them.
- If a student violates a rule, use a respectful but firm voice to inform the student of what he/she should be doing. Point out the appropriate behavior the student needs to exhibit.
- For repeated infractions, have the student go back and walk, or delay the student so he/she is not allowed to socialize with friends.
- If a student refuses to follow your instructions, inform them that they can choose to follow your instruction or be referred to the office for insubordination. Insubordinate students should be escorted, either personally or via phone, to the office. If the student refuses to accompany you, make no attempt to physically take the student. Simply inform the principal of the incident.
- Teachers will be responsible for escorting/supervising their class from recess, to and from special activities, and to lunch.

Teaching Responsibilities

At the beginning of the year (and again throughout,) there will be a short lesson on hallway expectations in each classroom. These lessons should be conducted in a way that helps students understand why procedures have been implemented (i.e. safety, respect, setting a calm tone for entering a classroom, etc...) Lessons should be presented in a way that implies staff and students will work together. Teachers will also take students into the hallways to practice appropriate procedures. Some ideas of things to teach concerning hallway behavior are: non-verbal greetings to minimize noise levels, picking up trash in the hallways, manners, and keeping hands to yourself.

The principal or another designee will review hallway expectations with student teachers or assistants.

Playground

Goal: Playground activities achieve their intended purpose--a healthy energy outlet and social opportunity away from classroom activities, after which students return to the classrooms fresh and ready to navigate!

Responsible Playground Behavior

Expectations For students:

- I will share and allow others to participate in activities and use of equipment.
- I will refrain from play that could result in injury or damage to school or personal property.
- I will stop what I am doing when the whistle blows, gather equipment and line up quickly and quietly.
- I will settle differences using the S.T.G as a first step. If this doesn't work, duty staff will be contacted during recess.
- I will show respect for others. The playground is no different than any other part of the school in this regard. Examples: no interrupting good play/good work, taking turns, do not damage others' property/creations (snow or sand sculptures). I will not expect that sand or snow sculptures will exist beyond any given recess period.
- I will go directly to the classroom after playground activities, ready to navigate.
- I will notify duty staff when I observe unsafe situations, which includes other students leaving the playground, loose animals, broken equipment, animal waste, etc.
- I will show pride in North Star by keeping the playground free of litter.
- I will not bring personal toys, equipment or snacks.
- I will not throw "stuff" (sand, snow, ice, rocks) which is not meant to be thrown.
- I will use the rest room before coming to the playground.
- I will come to the playground dressed for the weather.
- I will stay on the playground unless I have specific permission from the duty staff to enter the school. Permission to enter the school should be a rare occurrence.
- I will not be excused from playground activities, unless requested by parents and pre-approved in advance by staff. Students excused will have two options: go to a "buddy class" (prearranged by "buddy" teachers), or sit on the benches in the office performing quiet activities under the supervision of office staff.
- I will stay inside the fence. I will not dig holes under the fence.
- I will to resume classroom activities after playground activities. If I am not capable of resuming classroom activities (ie. wet clothes), the classroom teacher will address the problem as appropriate.

Consequences

Consequences for playground behavior should start and end on the playground if at all possible. Consequences should not normally carry over into the classroom.

Minor infractions: Result in "on-the-spot consequences." These situations are equivalent to classroom behavior that results in minor interruption of learning.

- **Verbal interaction** - The student will be asked if they know the reason for the interaction and be asked what consequence the student thinks is appropriate.
- **Positive practice** - have the student do it the right way. Have students use the STG method
- **Removal from situation**
 - ✓ Have the students perform duty with you for a limited time.
 - ✓ Assign clean up duties.
 - ✓ Reflection/separation time. Send students to a specified location (no more than 3 minutes) on the playground.

Danger Zone infractions: These are infractions which are not correctable by on-the-spot techniques. These situations are equivalent to classroom behavior which would result in a significant consequence, focused teacher counseling of the student and likely parent notification.....such as disrespectful behavior (talking back to duty staff,) physically or emotionally harmful behavior, and repeated or serious infractions. As a consequence for these infractions the students' playground activities are ended. The student has lost his or her privilege, and either:

- Stays next to the duty staff, or
- Is sent to the doors/wall to wait.
- The student will be informed that the classroom teacher will be notified.
- A written report (if system is in place) will be made to the classroom teacher.
- (See Supervision responsibilities)

Intolerable Zone infractions: These infractions are the most serious. These include physical harm, fighting, violence, or activities that could result in serious liability issues. These infractions result in immediate office referral (accompany student to the office and inform other duty person of your leaving) and parent notification by office or classroom teacher.

Encouragement Procedures

Key Expectations (from the Responsible Playground Behavior described earlier) will be posted in visible locations at the entrances to the playground. Staff will consistently encourage responsible behavior through frequent positive interactions. Encouragement can include:

- Friendly interactions from duty staff.
- School-wide compliments (intercom, newsletter).
- Duty staff will have a Polaroid camera available to record responsible behavior, sculptures, etc. Pictures will be given to the student, posted on bulletin boards or included in the school newsletter.
- Visits to classrooms by playground supervisors and principal.
- Bring your parent (check in at office) to recess days.
- School-wide extra recess.
- Special activities (kite day, yo-yo day, bubble day, etc.)

Supervision Responsibilities

- During the first week of school and during times of change or unusual circumstances there will be three duty staff on the playground. At other times, there will be a minimum of two. Supervisors will synchronize watches/clocks to the the official North Star time (office clock, Monday 8:30 tone, or phone time 486-4171) before assuming duties.
- Report to duty on time, equipped with: watch, whistle, vest, pocket crash kit, radio, clipboard or, as required by current procedures.
- Share area responsibilities to ensure all of the playground is in view.
- Circulate
- Wear a visibly identifiable vest so they are easily picked out of the crowd, and invite student interactions.
- Report safety concerns with equipment, fence, or where clean up is needed, i.e. animal waste, holes under the fence.
- Positively interact with the students.
- Consistently apply the encouragement procedures.
- Send students in on time, but after equipment is retrieved, and students lined up are quiet and ready to enter the building. Teachers should meet students. If teacher is not there, instruct students to go directly to the classroom, but to wait quietly in the hallway if their teacher is not in the room.
- Use office referral for only for Intolerable infractions (see Consequences Section).
- In the event of an emergency or injury; depending upon the severity of injury:
- Send a responsible student to the office with the injured student.
- Stabilize the injured student and send a responsible student for assistance.
- Follow general school policy for medical emergencies.
- Greet all visitors.
- Report all animals to the office. Loose animals will be picked up by staff and tied up for animal control pick up. Visiting animals (parents bringing pets) are not allowed and should be asked to leave the playground.
- Fill out "Playground Report" for Danger Zone Infractions and place in the classroom teacher's mailbox by the end of each school day. (If not in place, notify teachers of concerns with individual students.)

Teaching Responsibilities

- During the first week of school, classroom instruction will occur on these expectations.
- In the first P.E. session of the year, the PE class will visit the playground and review expectations. Make arrangements for new students, who arrive after the class playground lessons, to receive instruction on safe and acceptable playground use.
- Support equipment responsibilities of students by teaching:
 - ✓ Proper use.
 - ✓ Set up and return of equipment.
 - ✓ No personal equipment.
- Support class equipment responsibilities by:
 - ✓ Labeling all class equipment with class name.

- ✓ Encouraging students to return equipment to class.
- Excuse students to playground for recess only after duty staff is on duty. Possibilities for checking on duty staff include:
 - ✓ visual check through the window
 - ✓ walk class to the door
 - ✓ arrangement with class on the window side
- During a change in seasons or conditions (ice, snow), modifications to the playground policy will be reviewed with the students.
- Be at the outside door, in the hallway, or classroom ready to receive the class after playground activities.

Principal, Staff and Volunteer Responsibilities

The Principal will:

- Conduct morning inspections, and announce/set policy or adjustments to account for weather or other playground conditions.
- Administer maintenance of playground surface to support use in all conditions (sand, gravel and salt for icy conditions, gravel free paved areas in non-icy conditions)
- Have playground garbage cans emptied as needed, especially when bear activity is reported in the area
- Provide sufficient playground sports/play equipment and other items necessary for proper and safe use of the playground (push brooms, cameras, clipboards, cones, etc.). Have blacktop games (hopscotch, four square) painted as needed.
- Announce adjustments via the morning bulletin or intercom.
- Minimize the number of duty staff rotating through playground duty.
- Set and maintain policy on gates--closed? Locked?
- Limit the number of indoor recess days through the maintenance of playground.

The Staff will:

- Respond to loose animal requests.
- Respond to requests for assistance with emergencies or discipline issues.

Parent/Volunteer Responsibilities

- Check in at the office before going to the playground during the school day, and obtain a visitor pass.
- Reinforce playground expectations through home study.
- Follow the same expectations when using the school playground during non-school hours.
- Ask teachers and staff how their children are doing on the playground.
- Keep their children home from school if they are too ill to participate in playground activities.
- Provide weather condition appropriate clothing for their children.
- Support school policy of no personal equipment or toys.
- Honor school's safety policy of no pets on the playground.

Other Stuff

Indoor Recess:

- All procedures apply as adjusted for the specific indoor space used for the recess.
- During inside recess, students will not be allowed in the halls unless escorted by a staff member (ie. teacher's option for "indoor recess" in the classroom--teacher must pick up students.)
- Students will be released to the classroom after recess. The same procedures as for outside recess apply for both students and teachers.
- Indoor recess is the responsibility of the classroom teacher.
- Arrangements to share duty is between/among the teachers involved.

Lunch Indoor Recess Notes

Gym Recess: Limit of two classes in the gym at one time. Absolutely **NO** dodge ball. Any announcements intended for a school-wide or gym audience need to be made in person, as the PA system does not extend to the gym.

- Center Curtain--Use it to separate sides into a **Basketball Side** and **Assorted activity Side** (supported with equipment): jump rope, hula hoop, twister game, hacky sac, ring toss.

Library Recess: Students must use "library voices." Students may choose between computers or activities at the library tables.

- Computers:
- Kid Pix, Type to Learn or other local HD programs
- No Internet
- No CD's

Library Tables:

- Board games
- Color, draw
- Study
- Read
- Write

Activity Specific Instructions

Playground Stationery Equipment

Note: These guidelines are taught by the P.E. teacher at the beginning of each year. We suggest arrangements be made to introduce these guidelines to students coming to North Star after the playground lessons, and a review after Christmas.

Swings:

- Wait your turn in line and be respectful and safe.
- Sit in the center (on your bottom).
- Swing straight, in one direction (away from the fence).
- Stop the swing before getting off (no jumping).
- Push from behind.

Slides:

- Slide one-at-a-time, feet first, on bottom.
- Take turns by lining up.
- Down only.
- No equipment is allowed on the slide.
- Be sure bottom of slide is clear before sliding.
- Slide as soon as clear--do not stop at the top, holding up others waiting for a turn.
- Move out of the way as soon as landing.
- No snow, sand or other material on the slide.

Climbing apparatus:

- Use correct grip (lock grip).
- Stay off tops of bars.
- Climbing only - no leg wrestling.

Portable Equipment

- As no personal equipment or toys are allowed, all school and classroom equipment will be marked with the school or class name. Unmarked equipment will be considered "unofficial" and not allowed to be used.
- A "green tub" will be housed in entries at both ends of the school to store "communal" stuff.

Responsibilities of students using portable equipment:

- Proper use
- Set up and return of equipment
- No personal equipment

Playground Games are supported (equipment, space, maintenance) and encouraged:

Blacktop Activities:

- Hopscotch - various patterns.
- Jump ropes - keep ropes on blacktop.

- **Basketball** - can be structured games or students shooting baskets. Do not kick the basketball.

Sand Lot Activities:

These activities are supported with equipment and space designated by cones. Students are responsible for setting up and returning cones and equipment.

Flag Football

- No tackles. Stay within the boundaries set up for the game.
- Same rules as football, but everyone should know the rules before play begins.
- If you want to enter the game after it has begun, ask the teams or find someone else who wants to play too, so you have an even number of players.

"500"

- Played with the football in an area designated away from the building and other structured activities.
- Throw the ball, and whoever catches it gets 500 points. Whoever reaches 500 first is the next thrower.
- Some play the "bounce" rules, but whatever rules you use, make sure everyone knows them before play starts.

Soccer

- Stay in the designated areas.
- Only the goalie or a player in bounding a ball from the side can touch the ball with their hands.
- Penalty for touching the ball with your hands is standing on the sideline and counting to 100 before entering the game.
- Each team designates a captain, who designates other positions. If you want to play after the game has started, ask the captain and/or find someone else to join with you so each team has an equal number of players.

Kickball

- Face away from other activities, so the ball does not get kicked into other games.
- Use equipment (not clothes) for bases, and mark the boundaries in the sand. Choose teams, and pick who kicks first using rock, scissors, paper.
- Play to three outs. Outs are when a person catches a ball on the fly, the runner gets tagged before they get to the base or the base gets tagged before the runner gets to it.
- Captains roll the ball to the kicker.

Baseball

- Students choose sides.
- At least 9 students per side works best.
- Bases are put out in a diamond shape to designate play area.

- Play with the same outs as kickball.
- Pitch slow/over the base.
- Each captain (voted by team) designates where players will play for positions.
- All extras go out in the field.

Baseball Catch

- With a partner, but make sure they're away from the building and in an designated area, where other students will not run through the path of the ball.

Assemblies

Goal: Assemblies are opportunities for exposure to performing arts, student awards and new ideas and experiences. We will have respectful and appropriate participation during assemblies.

Responsible Assembly Behavior

I am responsible in an assembly in the following ways:

- I sit where I am assigned.
- I listen quietly to the presenter.
- I show appreciation appropriately.
- I keep my hands to myself.
- I follow directions.

Consequences/Supervision Responsibilities

- Staff member makes eye-contact with student and redirects behavior.
- Staff member moves the student away from distractions.
- Staff member places student by the wall.

Helpful Ideas for Staff

If needed:

- Separate friends.
- Place children boy, girl, boy, girl.
- Seat students next to the teacher at the end of the row.
- Use close proximity.
- Teach nonverbal signals to bring children back on-task.
- Before attending the assembly discuss appropriate behavior.
- Role play appropriate assembly behavior.

Suggestions

- Assemblies are held to 45 minutes.
- K/1 classes are up front so that they can see.
- In "Student of the Month" assemblies the order of class awards should vary.
- The day and time of the assemblies should rotate.

- The Principal will give pertinent information to teachers prior to the assembly.
- Use red risers so kids can see skits, or performers better.

Before and After School

Goal: Students will conduct themselves in a safe and respectful manner before and after school.

Responsible Before and After School Behavior

I am responsible **before school** in the following ways:

- I am there for the start of school at 8:45. I realize that I am tardy after that time.
- Upon arrival, I go to designated areas immediately or at the correct starting time. Areas include the playground (8:30), breakfast (8:15), or a before school activity.
- I enter the building in a respectful and responsible manner: quietly, slowly, and carefully.
- When weather conditions warrant (and the sign in front of the school indicates), I go inside to the library (K-1) or the cafeteria (all other students). In the library I leave my belongings neatly with those of my classmates, play with designated materials, clean up carefully, and line up with my class.
- If necessary, I leave my project or treats on the cart in the foyer. (Kindergarten/first grade daily snacks may be delivered to the classroom.)

I am responsible **after school** in the following ways:

- I meet my parent/guardian in the foyer after kindergarten at 1:45.
- I go directly to my after school activity (clubs, intramurals, etc.), the bus area, or to meet my parent(s)/guardian when I am dismissed from class.
- I leave the building in a respectful and responsible manner: quietly, slowly, and carefully.
- I use the phone in my classroom only when necessary. I use the phone in the office only with permission from an adult on bus duty, and only in the event of missing a bus or not being picked up by a parent/guardian.

I am responsible **during after school** activities in the following ways:

- My behavior is respectful, responsible, cooperative, and compassionate, just as during the school day.
- I follow all the rules of the activity supervisor.
- I remain with the activity supervisor until dismissed.
- I wait for my ride on the benches or in the entryway.
- I am picked up at the dismissal time.

Consequences

- Give a verbal reminder and/or redirection.
- Positive practice - have the student do it the right way.

- Remove student from activity (time out).
- Contact teacher/activity director/parent.
- Serious or repeated behavior infractions may lead to a student being dropped from an activity. This includes repeated infractions of the transportation policy.

Encouragement Procedures

Encouragement will consist of staff attention and praise from supervisors and the principal.

Supervision Responsibilities

- Morning supervision on the playground will begin at 8:30 or when the first bus arrives.
- All staff will monitor common areas that they happen to pass through, inside or outside the building.
- Teachers will meet classes as they enter the building at 8:45.
- Teachers will send students to collect projects/treats that are left in the foyer.
- Teachers will monitor the behavior of their students as they leave for the day.
- Supervisors of before and after school activities and programs will have behavior expectations consistent with general school expectations. These will be made clear to students/parents at the first meeting of the activity.
- During before and after school activities and programs, students will remain with supervisors at all times until dismissal.
- Supervisors of after school activities will remain with students until their rides arrive.
- Supervisors of after school activities will provide a written transportation policy on the activity sign-up sheet. This will state that students are to be picked up at the dismissal time, and that no more than 3 infractions of the policy will lead to a student being dropped from the activity.
- When after school activities are canceled, classroom teachers will make sure students call parents by 3:15.

Teaching Responsibilities

- During the first week of each school year, teachers will conduct a lesson on before and after school behavior. The lesson will consist of a discussion of the expectations and consequences. Some behaviors may be practiced (using the cart in the foyer, before school time in the library, etc.). Reminders will occur throughout the year.
- The teachers and the principal will publish reminders of the school starting time and other issues concerning before and after school behavior in their newsletters. Teachers should feel free to publish designated "contact times" (times when they are available for discussion) in their newsletters.

Transportation Safety

Goal: Students will arrive and depart school in a safe and orderly manner.

Responsible Transportation Safety Behavior

I am responsible in an assembly in the following ways:

- I am responsible for traveling to and from school safely in the following ways:
- I follow the Laidlaw Transit, Inc. regulations while waiting by my home for the bus.
- I will stay a safe distance from the roadway.
- I will be at my stop 5 minutes ahead of time. My school bus driver has a schedule to keep and cannot wait for me. I will be timely.
- I will be in line when the bus approaches.
- I will stay clear of the wheels until the bus has come to a complete stop and not play or push others.
- I will let smaller children board the bus first.
- I will cross the highway only in front of the bus, and only when given permission to do so by the school bus driver.
- I will walk on the left side of the road facing traffic.
- I do not walk or cross behind the bus.
- I follow the Laidlaw Transportation, Inc. rules while on the bus
- I will keep the aisles and exits clear.
- I will place books or other gear in my lap.
- I will avoid loud talking, confusion, or anything else that might distract the driver.
- I will not sit in the driver's seat or interfere with him/her in any manner at any time.
- I will keep my head, arms, and body inside the bus.
- I will not eat, drink, chew tobacco, smoke, or make use of alcohol, drugs, or controlled substances on the bus.
- I will remain seated until the bus has come to a complete stop and get off only at my regular bus stop.
- I will not open windows without permission.
- I will refrain from defacing or damaging the bus and always assist in keeping it clean.
- I will keep feet on the floor where they belong.
- I will display the same behavior as in my classroom. I know that the school bus is not a playground and will save the horseplay and wrestling for another time and place.
- I know that the emergency and exit controls may be used only during supervised drills or actual emergencies.
- I will meet my parent/guardian on the school side of the crosswalk and walk to the parking lot only in the crosswalk.
- I will line up in my bus area and wait to be escorted to the bus by the bus duty person.
- If I am a student in grades 2-6, I walk directly to my waiting bus. If the bus is not there, I will go to my bus area. The bus duty person will escort me to the bus.
- I will line up under the covered waiting area. I know my line by the sign on the post.
- While waiting for the bus, I will behave in a respectful, responsible, and cooperative manner.

Consequences

- Give a verbal reminder and/or redirection.
- Positive practice - have the student do it the right way.

- Remove the student from the situation and delay his/her entrance or exit. Keep close proximity to student.
- Office referral is given for insubordination or for dangerous/illegal activities.

Encouragement Procedures

- Initiate friendly interactions with students.
- Compliment individual students in recognition of respect, responsibility, cooperation, and compassion.
- Compliment a student's behavior while others are listening.

Supervision Responsibilities

- There will be one bus duty person in the morning on the sidewalk between the drop-off places for car riders and bus riders.
- The morning bus duty person will inform children if they are to be inside or outside.
- There will be three bus duty people supervising school departure. They will supervise the bus waiting area, walking area, car rider area, and crosswalk/parking lot area.
- Teachers on bus duty after school will excuse their classes five minutes early to avoid the absence of a duty person.
- There will be permanent crosswalk signs next to the crosswalk. In the interim, cones will be placed in the crosswalk zone by the maintenance person. They will be left there all day.
- Signs will be placed on the posts in the bus waiting area to indicate bus numbers and streets.
- There will be an information note/tag for students who have difficulty finding the right bus and can't communicate their home address.
- Parents and buses will pick up students within 10 minutes after their dismissal time from school.
- Parents/guardians will meet their child on the school side of the crosswalk and walk with their child to their parked car. No child will be allowed to walk unescorted to a car in the parking lot.
- In the event that a child misses the bus or is not picked up by a parent/guardian, a duty person will accompany him/her to the office to use the phone after bus duty.

Teaching Responsibilities

Teachers will encourage transportation safety in the following ways:

- Use the Laidlaw video and review the Laidlaw rules.
- Practice getting on and off the bus.
- Discuss responsible waiting and bus behavior.

The principal will encourage transportation safety in the following ways:

- Publish the expectations and Laidlaw Transportation, Inc. rules in the newsletter.
- Facilitate Laidlaw Transportation, Inc. presentations in classrooms.
- Facilitate the installation of crosswalk signs and bus signs.

- Cafeteria

Commons

Goal: North Star's Cafeteria will be a safe, clean, and comfortable environment where people interact with courtesy and respect.

Responsible Cafeteria Behavior

I will be responsible in the cafeteria in the following ways:

- I will use an "inside voice."
- I will keep hands, feet, and objects to myself. Playground equipment brought to the cafeteria must be stored in the classroom tubs and retrieved at release to recess.
- Once I sit down with my lunch, I will stay in my seat and raise my hand to request help.
- I will eat quietly and make good nutritional choices.
- I will only eat my lunch and not ask other students for their food. Lunches will be eaten in the cafeteria.
- I will show appropriate manners while eating.
- I will walk in the cafeteria.
- I will treat others with dignity and respect.
- I will clean up after myself (table, seat, floor, spills).
- When excused to the bathroom I will behave responsibly.
- I will pay attention and respond to the signal for changing my behavior (noise level, attention for announcements).

Consequences for Infractions

When a student chooses an inappropriate behavior, calmly and consistently implement the mildest consequence that is appropriate.

- Verbal reminder- Staff should speak to the individual in a calm, quiet voice, restating the responsible behavior that is needed.
- Positive practice -have the student try again. Use "STG" method.
- Misbehavior in the lunch line - have the student go to the end of their class line.
- Misbehavior at the table - remove to another seat.
- Misbehavior at newly assigned seat - remove from cafeteria to office and have student complete Responsibility Report.

Encouragement Procedures

- Staff will consistently encourage responsible behavior through positive interactions.
- Initiate positive attention and friendly interactions.
- Provide verbal praise for following cafeteria rules and expectations.
- Principal will congratulate students when students demonstrate responsible behavior during lunches.

- When students demonstrate responsible behavior during lunches over a period of time, the lunch supervisor may provide special recognition to the group.
- Music used at the discretion of the supervising staff for reinforcement of positive behavior.
- The supervisor will not "yell" or reprimand the entire cafeteria in a loud, angry voice.

Supervision Responsibilities

- Supervisors will be trained by the cafeteria committee.
- Principal will assist at least two days per week.
- During the first weeks of school, there will be multiple supervisors in the cafeteria.
- Cafeteria committee will solicit and train volunteers to assist in the cafeteria.
- Supervisors will circulate through the cafeteria, interacting with students in a friendly manner.
- Supervisors may need to circulate through the bathrooms to monitor students.
- Supervisors may need to communicate with teachers of those students who repeatedly misusing bathroom privileges.

Teaching Responsibilities

- At the beginning of the new year and after long vacations, or as needed, classroom teachers will teach/reteach responsible cafeteria behavior.
- Students will be encouraged to use the restroom/wash hands in their classroom prior to coming to the cafeteria.
- During the first weeks of the year, teachers are encouraged to eat with their classes to model appropriate behavior and to encourage a sense of community.
- Cafeteria rules and expectations will be made available/explained to classified staff, student teachers, guest teachers, and visitors.

Breakfast

- Need posted times for starting and stopping. Parents need to be informed and reminded periodically during the school year via newsletter.
- The hallway monitor will help supervise breakfast.
- Staff should identify student helpers to assist in the cafeteria for breakfast.
- Students must return to classrooms at 8:45.